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ABSTRACT

This is a report of a survey conducted to examine self-esteem, self-efficacy, acculturation, and racial tension in a multiethnic San Francisco high school. A questionnaire was administered to a sample of 525 students, consisting of Blacks, Hispanics, Asians, Indochinese, Filipinos, and Caucasians. The questionnaire included demographic questions, the Racial Tension Scale, the Rosenberg Self-Esteem Scale, the Schwarzer Self-Efficacy Scale, and the Acculturation Scale of Hopkins Personality Inventory. The researchers hypothesized: (1) significant differences between ethnic groups on self-esteem, self-efficacy, and acculturation; (2) significant differences in degree of experienced racial tension reported by different ethnic groups; and (3) negative correlations between racial tension and the variables of self-esteem, self-efficacy, and acculturation. Results showed that different ethnic groups do experience differing degrees of racial tension in the same milieu and that significant differences exist between racial groups in self-esteem, self-efficacy and acculturation, as well as in family support and likeability. It is suggested that despite the potential for creating a prejudice-free society by desegregating schools, further efforts are needed to undo racism in an increasingly culturally pluralistic society. Appended to the study are statistical data obtained from the survey. (Author/AOS)

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Racial Tension in a Multi-Ethnic High School and a Preventative Intervention*

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Abstract

This study examines self-esteem, self-efficacy, acculturation and racial tension in a multi-ethnic San Francisco high school. The sample of 525 students included Black, Hispanic, Asian, Indochinese, Filipino and Caucasian students. A questionnaire was administered including demographic questions, the Racial Tension Scale (Bowler et al., 1982), the Rosenberg Self-Esteem Scale (1965), the Schwarzer Self-Efficacy Scale (1981) and the Acculturation Scale of Hopkins Personality Inventory (1979). The researchers' hypothesized (a) significant differences between ethnic groups on self-esteem, self-efficacy and acculturation, (b) significant differences in degree of experienced racial tension reported by different ethnic groups, and (c) negative correlations between racial tension and the variables of self-esteem, self-efficacy and acculturation. The results largely support these hypotheses, with the exception of a direct relationship between racial tension and self-esteem in Asian students. Results are broken down by ethnic group and by scores on the four different scales, and findings are discussed in detail.

Racial Tension in a Multi-ethnic High School and a Preventitive Intervention

We in the United States live in a society of ever-increasing ethnic and racial diversity. Much of the research concerning race relations has dealt with Black-White relations, even though the current racial picture includes many other distinct groups. Differences between these groups extend beyond differences of color to include different languages and cultures of origin based upon different styles of interaction and systems of belief. Such diversity presents a different set of problems and challenges to the study of race relations than does the simple Black-White comparison. It is the purpose of this study to address some of these problems and challenges. The present study examines self-esteem, self-efficacy, acculturation and racial tension in a multi-ethnic San Francisco high school.

Over the past 30 years, research on race relations has been on the increase. The U.S. Supreme Court decision of Brown vs. the Board of Education in 1954, which outlawed school segregation, raised hopes that racial prejudice could be reduced if Black and White children could share classrooms and develop friendships (Aronson & Bridgeman, 1979). It was also thought that integration would increase the self-esteem of minority groups, as well as their academic achievement. This was a key factor in the school desegregation decision (Fairchild & Gurin, 1978).

The idea that "contact" could reduce racial tension was formalized by Allport (1954). He said that contact between minority/majority groups would reduce prejudice if the contact was of equal status, in pursuit of common goals and interests and enhanced by institutional supports. Amir (1969, 1976) expanded the "contact hypothesis," adding that such contact must be intimate and favorable, and should express the need for intergroup cooperation.

It has been found that cooperative learning techniques increase the incidence of cross-race friendships, and do so equally for students of different races (Hansell & Slavin, 1981). Such techniques also create a structured interdependence which increases self-esteem, morale and interpersonal attraction of students across different ethnic and racial backgrounds (Aronson & Bridgeman, 1979). Researchers have also shown that interracial friendship modifies racial tension (Patchen, Davidson, Hoffmann & Brown, 1977).

The contact hypothesis has held the interest of social scientists for many years, although it is generally concluded that mere contact is not enough to reduce racial tension and increase self-esteem. A review of the literature on desegregation shows that anxiety increased and self-esteem decreased in many desegregated schools (St. John, 1975; Stephan, 1978). Many courses, workshops and other methods have been creatively introduced in schools to reduce racial prejudice and discrimination. They have shown considerable success (Breckheimer & Nelson, 1976; Donleavy & Pugh, 1977; Gudykunst, 1979;

Hull, 1972; Parker & McDavis, 1979, Slavin & Madden, 1979; Weigel, Wiser & Cook, 1975). However most of the data on racialtension and self-esteem upon which these methods were based was limited to research with Black-White populations.

The current study represents an effort to assess the relationship between the variables of racial tension, self-esteem, self-efficacy and acculturation in a multi-racial situation. It is hoped that this study will begin to lay the groundwork for the development of methods and tools for facilitating fruitful interracial contact within culturally mixed schools, contact which will be supportive of the development of positive self-concepts.

Rosenberg (1965, p. 30) defines self-esteem as "a positive or negative attitude toward a particular object, namely the self." Schwarzer (1981) in longitudinal studies of 2,000 foreign guest worker children in West Germany found that students' self-perceptions of their achievement potential (self-efficacy) correlated significantly with self-esteem and later academic achievement. Some researchers have found that the level of acculturation to the dominant culture is also influential in self-concept development (Smither, 1982).

Clearly self-esteem, self-efficacy and acculturation are important determiners of one's overall self-concept. One's self-concept is also affected by tensions in interactions with other ethnic groups, tensions which are complicated by

an ever-increasing ethnic diversity. Such tensions may affect the self-concepts of different ethnic groups in different ways.

This study has been conducted to determine the similarities and differences of self-concept in high school students of several ethnic groups as they relate to experienced racial tension. It is hypothesized that:

1. There are significant differences between ethnic groups as to self-esteem, self-efficacy and acculturation.
2. Different ethnic groups experience different degrees of racial tension.
3. There is an inverse relationship between experienced racial tension and the three self-concept variables of self-esteem, self-efficacy and acculturation.

The present researchers define racial tension as a composite of (a) attitudes toward harmonious or disharmonious racial climate within the school, (b) feelings and experiences of discrimination from other racial groups and (c) attitudes toward other racial groups which could be defined as prejudice. Self-esteem is defined as an individual's overall feeling of self-worth. Self-efficacy is defined as self-perception of achievement potential. Acculturation is defined as the minority person's willingness to learn and be a part of the dominant majority group's culture. Presently no scale measuring racial tension in a multi-ethnic setting is available. Therefore, the present researchers designed a scale to be

used for such a population.

Also included in the questionnaire used in this study were established measures of three self-concept variables: the Rosenberg Self-Esteem Scale (1965), the Schwarzer (1981) Self-Efficacy Scale, based on Bandura's self-efficacy theory, assesses self-perception of achievement potential and the Acculturation Scale (Smither, 1982) which assesses "willingness to acculturate." Also included was an assessment of inter-racial friendship, which has been reported as a modifier of racial tension (Patchen et al., 1977).

San Francisco, known for its cultural and ethnic diversity, is a fertile laboratory for assessing multi-ethnic racial tension. A public high school located in a lower-middle class neighborhood was selected for this research. Interviews with administrators and teachers indicated a high level of racial tension in the school. Also, students in the school stated in their Report of Self-Appraisal[1] that racial tension is a major problem.

Method

Subjects

A sample of 525 students, 254 females and 252 males (19 students failed to identify their gender), completed the questionnaire. The ethnic breakdown is illustrated in Table 1. Blacks are somewhat underrepresented in relation to their proportion of the total school population. Conversely, Hispanic and Asian students are overrepresented due to administration of the questionnaire in several foreign language-

speaking classrooms. Otherwise, the sample approximately resembles the ethnic mix of the total school population. The mean age was 16 years, with a range of 14 to 19 years. The grade level distribution was as follows: 31% were freshmen, 21% were sophomores, 23% were juniors and 24% were seniors. The larger proportion of freshmen was typical of usual high school grade level distributions.

Insert Table 1 about here

Procedure

The questionnaire given to participants was composed of 54 items, including demographic questions and several scales assessing racial tension, self-esteem, self-efficacy and level of acculturation.

The Racial Tension Scale (See Appendix A) was developed by the researchers to assess racial tension among multi-ethnic groups. This scale consisted of 10 statements related to attitudes toward people of other ethnic groups, perceived and experienced racism and general racial climate within the school. Students responded by using a four-point scale: strongly agree, agree, disagree and strongly disagree. The scale consisted of items like "You can't really trust people from a different racial background than your own" or "If I were in a bad spot, I'd expect kids from another racial group to help me." The range of scores was from 10 to 40. Internal consistency, indicated by Cronbach's alpha, was .51 for the total sample.

To assess self-esteem, the Rosenberg Self-Esteem Scale (1965) was used for its measure of "global self-regard." Responses of true or false were made to 11 self-esteem statements, such as "I believe I have a number of good qualities" or "Overall I feel like a failure." Scores ranged from 11 to 22. An internal consistency reading of .75 was obtained.

The Schwarzer Self-Efficacy Scale (1981), based on Bandura's self-efficacy theory, was employed to assess self-perception of achievement potential. Students gave true or false responses to 13 items, which included statements like "If I work hard, I achieve satisfactory results" or "I know exactly what I have to do to get good grades." The range was from 13 to 26. Internal consistency was .59 for the sample.

The Acculturation Scale, contained in Hopkins Personality Inventory (Hogan & Johnson, 1979), was utilized to assess "willingness to acculturate" (Smither, 1982). True or false responses to seven acculturation statements were requested. Two such items are "I don't have any American friends outside of work in school" and "I usually feel comfortable with Americans." The range was from 7 to 14 on this scale.

Patchen et al. (1977) found that likeability and family support were ameliorative in the experience of tension. Therefore, two items assessing likeability among peers and perception of family support were included. The questionnaire was translated into Vietnamese, Cantonese and Spanish to accommodate English as a Second Language (ESL) students.

Students filling out questionnaires were told that knowledge gained from their responses would be used to help improve their experience in school. Questionnaires were administered in required English courses at each grade level for the 374 English-speaking students and in ESL classes for 151 additional students. The ESL students were Vietnamese (N=33), Hispanic (N=62) and Cantonese (N=56). Though names were requested, confidentiality of answers was assured. Respondents were assured that no one associated with the school would have access to their answers. The examiner also explained that each questionnaire would be assigned a code number to protect each subject's identity. Upon completion of administration, the examiner sealed the envelope containing the completed questionnaires in front of participating students.

Statistical analyses were performed on the data to assess significant differences between ethnic groups and the relationships of the measurement scales to each other. Analysis of variance and t-tests were undertaken to examine differences of scores between the various ethnic groups in relation to each other and in relation to the total sample. Correlational analyses were performed to determine the degree of relationship of the scales with each other.

Results

As Table 2 illustrates, Black students scored highest of all groups and significantly higher than the mean on self-esteem ($\bar{X}$=19.61, t=8.53, $p<.00$). Indochinese students scored

lowest of all groups and significantly lower than the mean on self-esteem ($\bar{X}$=15.35, t=-8.17, $p<.00$). Asians, whom students in an earlier survey identified as the "smartest," [2] obtained the second lowest scores on self-esteem ($\bar{X}$=16.92, t=-4.87, $p<.00$). They also received the second lowest scores on acculturation, significantly below the total group mean ($\bar{X}$=6.23, t=-5.39, $p<.00$), and reported feeling the least liked by other students (t=-9.6, $p<.00$). Among Asian students, Cantonese students felt least likeable.

Insert Table 2 about here

Black students also scored highest on self-efficacy and significantly higher than the group mean ($\bar{X}$=24.12, t=4.27, $p<.00$). Furthermore, Black students reported experiencing more family support than any other group (t=2.72, $p<.007$) and feeling the most liked (t=8.60, $p<.00$). Blacks also scored highest in acculturation ($\bar{X}$=7.17, t=6.84, $p<.00$).

As Table 2 demonstrates, the scores of Hispanic and Filipino students did not differ significantly from the means obtained by the total group on the self-concept variables. Examination of the scores of Spanish-speaking students (Table 3) on likeability, family support, self-esteem and self-efficacy revealed no statistically significant differences.

Indochinese students not only obtained self-esteem and self-efficacy scores significantly below the mean ($\bar{X}$=15.35, t=-8.17, $p<.00$ and $\bar{X}$=22.78, t=-2.19, $p<.03$ respectively), but they also scored significantly lower than all other groups on

acculturation ($\bar{X}$=5.71, t=-7.22, p<.00) and family support (t=-3.60, p<.001). The Vietnamese-speaking students' levels of self-esteem, self-efficacy and family support are as low as that of the total Indochinese group.

As for experienced racial tension, Asian students (over half of whom were Cantonese ESL students) reported experiencing significantly more racial tension than all other groups in the school ($\bar{X}$=25.37, t=3.18, p<.002). When the Cantonese-speaking students' racial tension level was examined (Table 3), their scores were even higher ($\bar{X}$=25.75, t=2.95, p<.004).

Insert Table 3 about here

A comparison of the mean scores of each ethnic group on the racial tension scale shows that the Asians and the Blacks are in two extreme positions. The Black students, who are the largest single ethnic group in the school, obtained the lowest mean score on racial tension, which was significantly lower than the mean (t=-4.06, p<.00). The highest mean score for racial tension was obtained by the Asian students and was significantly higher than the mean (t=3.18, p<.00). Apart from the scores of Asian and Black students, the other identified ethnic groups' scores on racial tension are similar to each other and do not differ significantly from the mean.

This general finding is also evident in the pattern of responses by each ethnic group to individual items of the Racial Tension Scale (Appendix A). Asian students gave highest ratings and Black students lowest ratings to the items indicating

the presence of racism in the school (R-3), violence in the school (R-6) and the personal experience of racism from others (R-8). The Asian students also gave the highest ratings of any group to the item indicating one should not trust people from other racial backgrounds (R-4). Moreover, Asian students more than the other groups stated that their opinion of other racial groups had deteriorated since coming to this high school (R-10). However, in what appears to be a reversal of this trend, the Asian students scored lower than other groups on two indirect and subtle measures of racial tension (R-1, R-2). The Asian group also indicated a greater expectation of getting help from classmates of a different racial background than their own, while it was the Black students who indicated they had the least expectation of receiving such help (R-7). Caucasians, although very small in number (N=10) in this sample, scored highest on the experiencing of indirect racism (R-1, R-2, R-9), were least likely to feel their ethnic group to be better than others (R-5), indicated that their opinion of other racial groups had improved while at this school (R-10) and rated themselves most trusting of people from a different racial background (R-4).

Insert Table 4 about here

A significant negative correlation was found between the Racial Tension Scale and each of the other independent scales in the total student population tested (See Table 4). Examinations of individual ethnic group correlations revealed

the strongest negative correlation to be between racial tension and self-esteem among the Samoan students ($r=-.56$, $p<.05$). A significant negative correlation between self-esteem and racial tension was also found for the Hispanic group ($r=-.18$, $p<.05$). In the Hispanic group, significant negative correlations were also found between racial tension and self-efficacy ($r=-.28$, $p<.004$) and acculturation ($r=-.21$, $p<.02$). The self-efficacy scale was also significantly negatively correlated with racial tension in the black group. However, the self-efficacy and racial tension scales were positively correlated in the Asian student group ($r=.22$, $p<.03$). Racial tension scores were found to be significantly negatively correlated with the acculturation scale scores in the Filipino ($r=-.28$, $p<.05$), the Black ($r=-.22$, $p<.05$) and the Hispanic groups ($r=-.21$, $p<.05$).

Discussion

In general, the data support the researchers' hypotheses. The results indicate that significant differences exist between racial groups on the self-concept variables of self-esteem, self-efficacy and acculturation, as well as experienced family support and likeability. Different ethnic groups do experience differing degrees of racial tension in the same milieu. Racial tension is inversely related to self-esteem, self-efficacy and acculturation for all groups with the one exception of the Asian students, among whom there existed a direct relationship between self-efficacy and racial tension.

Although racial tension is found to be inversely related

to measures of self-esteem, self-efficacy and acculturation in this multi-ethnic high school, the extent and the direction of the relationship was not the same for each ethnic group. The negative relationship between self-esteem and racial tension was greatest for the Samoan and the Hispanic students. Although the Hispanic and the Black students showed a statistically significant negative relationship between self-efficacy and racial tension, the Asian student group showed an anomolous positive correlation. Perhaps the Asian students, who also as a group have lower self-esteem scores than other students, believe that they will succeed and achieve despite their concurrent experience of racial tension in the school. Among the Black and Hispanic students, however, the experience of racial tension appears to be associated with feelings of doubt about their ability to succeed.

The low scores of ESL Vietnamese and Cantonese students on level of acculturation to the 'dominant' American culture may be a function of their short stay in the country. It may also be attributed to the differences between our individualistic, competitive Western society and the more collectively-oriented Eastern way of life. Although the Vietnamese and Spanish-speaking students did not experience higher than average racial tension, the Cantonese-speaking students did. Again, one might hypothesize cultural influences upon the experience of racial tension. Spanish and Mexican culture, as well as the culture in Vietnam with its strong European influence may be considered less dissimilar to the Western

culture than is the Chinese culture. The Cantonese, among the more recent newcomers to the United States, may perceive themselves as less well-liked than the other students for this reason, which might also explain their high racial tension scores. These findings could support the Slavin and Madden (1979) report of the ETS results of 51 high schools that concluded "interracial interactions are clearly the most effective means in dealing with relations among students" (p. 179). Therefore time may be an important factor in acculturation.

All the racial groups reported some experience of racial tension, even the Black students, who scored lowest. Davidson, Hoffman and Brown (1978) state that as a rule, change in racial stability fosters a negative interracial climate. The school population in the present study has undergone and continues to undergo changes in racial composition. The proportion of Black students in the school is decreasing as more newcomers and other minority students enter the school. In part, the racial tension experienced by all groups may be due to this rapid change in racial composition.

Davidson et al. focus more on changes in Black-White composition than on changes in a multi-racial setting. They state that high academic status will contribute to positive interracial climate and attitude. However, despite the fact that the Asians in this school were seen by their peers academically the 'smartest' group, they experienced higher racial tension and lower self-esteem than the other groups.

This would seem to raise questions as to the generalizability of Davidson et al.'s conclusions, suggesting that self-esteem is as much culturally based as it is related to status. It also raises questions as to the generalizability of the "stratification hypothesis," originally based on Lewin's (1948) theory that self-esteem reflects a person's social rank in society.

Overall this study supports the usefulness of the Rosenberg Self-Esteem Scale with non-White ethnic groups. McCarthy and Yancey (1971) had criticized the use of the self-esteem measurement based upon the standards of White culture and suggested using self-esteem measurement in comparison with other ethnic groups.

The multi-ethnically appropriate Racial Tension Scale devised by the researchers appears a useful tool for assessing the level of tensions among multi-ethnic groups in a high school setting. It is particularly noteworthy that racial tension exists not only in a Black-White context, but also among the many different ethnic groups in this sample. Future reliability and validity studies are needed to further refine this multi-ethnic Racial Tension Scale.

The findings of this study support Allport's (1954) contention that prejudice is buried deep in human character. Although desegregation of schools has the potential to create a prejudice-free society, additional efforts of a preventitive nature are urgently needed to undo racism in our increasingly culturally pluralistic society.

The current researchers have undertaken a preventitive intervention program in the school to enhance the students' individual and ethno-cultural self-concept and foster non-racist intercultural leadership skills. Small groups of students of ethnically-mixed backgrounds were assigned to 10 weekly group meetings lead by minority university students. The content of skills taught and exercises used can be seen in Appendix B. Prior to the small group sessions, all students attended an off-campus intercultural communication workshop where community minority leaders spoke candidly about typical myths and stereotypes they had encountered concerning their own ethnic group. Small group discussion during the workshop day also facilitated students' learnings about the prejudices of other groups. The researchers' hypotheses were that it is necessary first to bring one's own prejudice into awareness, and that the sharing of these experienced prejudices with others will create a fertile ground for unlearning racism. The small groups were intended to further deepen an intercultural understanding and enhance each person's ethnicity and sense of personal success by teaching leadership skills.

All students involved in the intervention, including a control group sample, were readministered the same questionnaires at the conclusion of the intervention program. Reports of these results will be presented at a later time.

Many researchers (Gudykunst, 1979; Hull, 1972) have made clear the necessity for the design and implementation of

programs in schools which will improve race relations. It is hoped that the current study offers a useful base from which to plan programs which are sensitive to the differing internal dynamics of the many ethnic groups of which public schools are composed. It is important that the diversity of the experiences, needs and concerns of these groups not be underestimated. In devising methods of intervention in tense multi-ethnic groups, we must be guided by an appreciation of intra-group differences and the consequent complexity of their interactions.

Footnotes

[1] 1980 Survey at Woodrow Wilson High School, San Francisco, California.

[2] Ibid.

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Table 1

Demographics of Sample

Ethnic Groups:	N	%	Total School N	%
Blacks	127	24	632	38
Asian	107	20	166	10
Filipino	71	14	283	17
Hispanic	117	22	266	16
Caucasian and Other	23	8	67	4
Indochinese	45	9	250	15
Samoan	14	3	not available	not available

Table 2

T-Tests on all Scales
Between Ethnic Groups and Total Sample

	Blacks			Asian			Filipino			Hispanic			Indochinese		
	$\bar{x}$	t	p	$\bar{x}$	t	p	$\bar{x}$	t	p	$\bar{x}$	t	p	$\bar{x}$	t	p
Racial Tension	22.98	-4.06	<.000	25.37	3.18	<.002	24.47	.53	n.s.	24.20	-.11	n.s.	24.51	.56	n.s.
24.25	(24.65)†			(23.96)†			(24.20)†			(24.25)†			(24.21)†		
Self-Esteem	19.61	8.53	<.000	16.92	-4.87	<.000	18.20	.50	n.s.	18.03	-.11	n.s.	15.35	-8.17	<.000
18.06	(17.54)†			(18.34)†			(18.03)†			(18.06)†			(18.32)†		
Self-Efficacy	24.12	4.27	<.000	22.86	-3.33	<.001	24.00	2.79	<.006	23.41	-.40	n.s.	22.78	-2.19	<.03
23.48	(23.26)†			(23.63)†			(23.38)†			(23.50)†			(23.54)†		
Acculturation	7.17	6.84	<.000	6.23	-5.39	<.000	6.99	3.23	<.002	6.66	-.58	n.s.	5.71	-7.22	<.000
6.71	(6.56)†			(6.83)†			(6.66)†			(6.72)†			(6.80)†		
Likeability	2.60	8.60	<.000	1.67	-9.60	<.000	2.25	.41	n.s.	2.32	1.62	n.s.	2.07	-1.26	n.s.
2.23	(2.11)†			(2.37)†			(2.22)†			(2.20)†			(2.24)†		
Family Support	2.62	2.72	<.007	2.47	- .50	n.s.	2.58	1.30	n.s.	2.46	-.59	n.s.	2.04	-3.60	<.001
2.49	(2.45)†			(2.50)†			(2.48)†			(2.50)†			(2.53)†		

†Mean score of total sample without the specified ethnic group.

Table 3

T-tests between ESL Students and Total Group

on Racial Tension, Self-Esteem, Self-Efficacy, Likeability and Family Support

	Total Sample	Spanish			Vietnamese			Cantonese		
	$\bar{x}$	$\bar{x}$	t	p	$\bar{x}$	t	p	$\bar{x}$	t	p
Racial Tension	24.24	24.90 (24.15)†	1.33	n.s.	24.16 (24.13)†	.06	n.s.	25.75 (24.04)†	2.95	<.004
Self-Esteem	18.06	17.68 (18.11)†	-1.08	n.s.	15.11 (18.20)†	-7.92	<.000	16.88 (18.21)†	-4.13	<.000
Self-Efficacy	23.45	23.29 (23.50)†	- .83	n.s.	22.85 (23.41)†	-1.39	n.s.	22.79 (23.56)†	-2.85	<.006
Likeability	2.23	2.28 (2.22)†	.70	n.s.	2.00 (2.23)†	-1.56	n.s.	1.40 (2.34)†	-11.87	<.000
Family Support	2.49	2.50 (2.49)†	.09	n.s.	2.12 (2.51)†	-2.65	<.01	2.52 (2.49)†	.42	n.s.

†Mean score of total sample without the specified ESL group

Table 4

Correlations of Racial Tension, Self-Esteem,

Self-Efficacy and Acculturation of Total Sample

	Racial Tension		Self-Esteem		Self-Efficacy		Acculturation	
	r	p	r	p	r	p	r	p
Racial Tension	---	---	-.15	<.001	-.11	<.017	-.21	<.000
Self-Esteem	---	---	---	---	.38	<.000	.34	<.000
Self-Efficacy	---	---	---	---	---	---	.25	<.000

Appendix A
Racial Tension Scale

1. In my school students who either act or dress differently from others get put down. 1) Strongly Disagree, 2) Disagree, 3) Agree, 4) Strongly Agree

2. Most people will change their behavior as a result of criticism, even though they really don't change the way they feel. 1) Strongly Disagree, 2) Disagree, 3) Agree, 4) Strongly Agree

3. There is a lot of racism in my school. 1) Strongly Disagree, 2) Disagree, 3) Agree, 4) Strongly Agree

4. You can't really trust people from a different racial background than your own. 1) Strongly Disagree, 2) Disagree, 3) Agree, 4) Strongly Agree.

5. My own racial group is a lot better than any other. 1) Strongly Disagree, 2) Disagree, 3) Agree, 4) Strongly Agree

6. I think there is too much violence in this school. 1) Strongly Disagree, 2) Disagree, 3) Agree, 4) Strongly Agree

7. If I were in a bad spot, I'd expect kids from another racial group to help me. 1) Strongly Agree, 2) Agree, 3) Disagree, 4) Strongly Disagree

8. I personally get a lot of racism directed at me in this school. 1) Strongly Disagree, 2) Disagree, 3) Agree, 4) Strongly Agree

9. Getting ahead seems to be based more on what group you belong to rather than how good you are. 1) Strongly Disagree, 2) Disagree, 3) Agree, 4) Strongly Agree

10. Since coming to this school, my opinion of people from other racial backgrounds has 1) Gotten a lot worse, 2) Gotten worse, 3) Gotten better, 4) Gotten a lot better.